

# **HIST 1815G 2021**

## **Histories of Love**

**Course Instructor:** Dr. Amy Bell

**Contact:** [abell44@uwo.ca](mailto:abell44@uwo.ca)

**Class Scheduled Time:** Wednesdays 830-920 (Zoom tutorials),  
Fridays 830-1020 (self-directed)

**Office Hours:** Wednesdays 930-1020 or by appointment

### **INTRODUCTION**

What is love? How do we know? How have concepts and expressions of love changed over time? This course will explore these questions using historiographical tools from the broader field of the history of the emotions. Beginning with the debates over how historians can find evidence of emotions in history, the course will examine some of the primary sources associated with the histories of different kinds of love: love letters, films, sentimental jewelry, photographs, magazines, political speeches, sermons and medical treatises. Each will reveal an aspect of the history of love, how it was understood by people in the past and how it can be interpreted by historians today. We will also consider how a history of love adds to the current histories of families, medicine, politics, and war. Examples will focus on North America and the United Kingdom from 1800 to the present.

This first-year course is designed to offer a foundation in the basics of historical analysis: how to read a scholarly article, how to analyze a primary source, how to compare historical events and themes across time and space, how to write a convincing argument, and how to recognize and appreciate the complexities, vulnerabilities and passions of people from the past.

### **Course Objectives**

The course is designed to help you:

1. Recognize and define major themes in recent scholarship on histories of the emotions and how they relate to other fields of study;
2. Develop the close readings skills that will equip you for advanced study in history, law or education (readings and responses);
3. Improve your writing skills; your ability to organize their time; your critical and analytical faculties; your ability to develop, discuss, and

- defend their ideas in person and in writing (responses, tutorials, research assignments, film review);
4. Conduct original research using primary and secondary materials, and present your research findings effectively through written assignments and in class (research assignments, tutorials and film review);
  5. Consider the contemporary political and intellectual importance of engaging with histories of the emotions.
  6. Set your own learning objectives based on your approach to the material and aims for the course.

## **Assignments and Assessment**

<b>Participation:</b> 30% (tutorials 10%, reading responses 20%)	Weekly
<b>Film Review:</b> 20%	February 22 by 5 p.m.
<b>Primary Source Assignment</b> 20%	March 15 by 5 p.m.
<b>Take-Home Exam</b> 30%	TBD

**Required Texts:** There are no required texts to be purchased for this class. The weekly readings are marked below, and are available either via the hyperlink in the syllabus, through the Western Library (marked in the syllabus as W-Lib), through the library database J-Stor, or in the Weekly Resource tabs on OWL.

To find an article from the library go to the website: <https://www.lib.uwo.ca/> Type the article title or author name in the catalogue search bar. If it's marked as a J-Stor reading, click on Research Tools in the top toolbar, then Databases, then J, then J-Stor, then type the article title or author name in the search toolbar.

## **Online Learning**

Our learning environment has been transformed for 2020-1, and we will be continually adapting together. All our course material will be available through OWL, using Word, Voice Thread and Zoom applications. The introductory video shows you where all the material is located on the OWL course site. All your assignments will be submitted through OWL. To help you navigate the enhanced OWL course platform and online learning protocols, please see the "Online Courses" section in the *History Department Practical Student Handbook* in the OWL course site.

## **Academic Integrity**

All your work, including your reading responses, must be based on your own research and in your own words. All assignments will be checked through the anti-plagiarism software Turnitin. The usual penalties for academic offenses will apply.

**Late Penalties and Last Day to Submit:** Late assignments are penalized 3% for the first day and 2% per subsequent day, including weekends. Essays worth more than 10% must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. Students must complete the essays worth more than 10% to pass the courses. If the essays are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

**Academic Accommodation:** No assignment worth less than 10% can be accommodated **for any reason**, which includes all participation assignments. No late reading responses will be accepted.

**Academic Accommodation on Non-Medical Grounds:** Non-medical absences from tests, exams, or extensions for late essays or assignments will only be considered in extraordinary and extenuating circumstances (such as bereavement) and only if the student has first been granted Academic Accommodation through the appropriate Faculty Dean's Office. Vacations and travel, academic workload, computer failure, multiple course deadlines, conflicts with job schedules, extracurricular activities, etc., are not grounds for make-ups or extensions.

## **Assignments**

### **PARTICIPATION 30% (10% Tutorials, 20% Responses)**

In this introductory class, your participation is required, and is weighted at 30% of your final grade. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. This year, participation will be both synchronous (together in class time) and asynchronous (done on your own time).

## **Tutorials 10%**

We will meet synchronously as a class ten times over the term in the **Wednesday class time (830-920 a.m.)**, and participation in the tutorial is weighted at 1% per class. Attendance is not sufficient for participation marks. In the tutorials we will clarify any questions about the weekly reading/lecture/podcast, I will ask questions about the lecture and reading, and then we will break into groups to discuss the primary source for the week. Groups will submit a summary of their discussion on OWL forums. If you cannot attend a tutorial, please let me know by the Monday of that week and I will arrange an alternative assignment for you. Students will also gain participation marks by making substantive comments on the course material and on their colleagues' comments on Voice Thread and through Forums.

## **Reading Responses 20%**

Ten of our classes will have a marked reading response component, worth 2% each. These will be based on an analysis of the lectures, podcasts and readings. An excellent response will get 2%, and adequate one 1% and a weak or absent one 0%. These must be completed by **Friday (5 p.m.) of that week**. No late submissions will be accepted for any reason.

## **FILM REVIEW 20%**

**Monday, February 22 by 5 p.m.**

In this paper, students will analyze the film *Forbidden Love: The Unashamed Stories of Lesbian Lives* (1992), and how the filmmakers contrast oral interviews and pulp novels as primary sources in the film. Students will reinforce their argument with the background chapters posted in OWL by Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film Classic* (2015), and at least one other scholarly history journal article. Essays will be approximately 1000 words (4 double-spaced pages), be in scholarly form with footnotes in the History Department style and contain a thesis statement, introduction, conclusion and bibliography. Full instructions are in the **Week 4** Resource list and in the Assignment Tab.

## **PRIMARY SOURCE ASSIGNMENT 20% **Monday, March 15 by 5 p.m.****

For this assignment, students will find a family photograph online at the Archives of Ontario, and analyse what it can tell us about using photographs as historical sources, and what the history of the emotions can add to local history. Responses will be approximately 1000 words, in formal

prose with footnotes and a bibliography in the History Department style. Full instructions are in the **Week 8** Resource list and in the Assignment Tab.

### **TAKE HOME EXAM 30%**

TBA

The take-home exam is a substantial assignment designed to assess how well students have understood and analysed all the course material. Students will be given one essay question to answer with specific footnoted reference to the course readings, lectures and discussions, without repeating material from their research essays. No outside research is required or permitted, and no late exams will be accepted. The due date is set by the Registrar in February.

## **Class Schedule and Readings WINTER 2021**

### **January 13-15**

#### **Week 1: Introduction to Histories of the Emotions**

**Listen:** Lecture: **Histories of the Emotions** (Voice Thread)

**Listen:** "The history of human emotions," Tiffany Watt Smith Ted Talk 2018 (15 min). <https://www.youtube.com/watch?v=S-3qnZrVy9o>

**Read for Wed.:** Susan J. Matt, "The History of American Emotions" The American Historian (Aug. 2016)

<https://www.oah.org/tah/issues/2016/august/the-history-of-american-emotions/>

**Participate:** Zoom Tutorial (Wed) 1% and Reading Response 1 (Fri): 2%

**Checklist:** Listen to the lecture and the podcast and read this week's reading by Wednesday for the tutorial. Think about the how emotions are constructed historically and prepare your reading response for Friday.

### **January 20-22**

#### **Week 2: Family Love and Separation**

**Listen:** Lecture: **Family Love and Separation** (Voice Thread)

**Listen:** Podcast: "Death by nostalgia: the strange history of homesickness" CBC Radio 2016 (18 minutes) <https://www.cbc.ca/radio/tapestry/death-by-nostalgia-the-strange-history-of-homesickness-1.3786696>

**Read for Wed.:** Susan J Matt, "Emotions in Early America" in

*Homesickness: An American History* (New York: OUP), 12-35. [OWL]

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 2 (Fri): 2%

**Checklist:** Listen to the lecture and read this week's reading and primary source by Wednesday for the tutorial. Think about the complexity of emotional responses in history and the variety of sources we have for them, and prepare your reading response for Friday.

## January 27-29

### Week 3: Romantic Love and Love Letters

**Listen:** Lecture: **Romantic Love and Love Letters** (Voice Thread)

**Listen:** "Romantic love and the history of emotions" by William Reddy, on ABC Radio National Big Ideas 2013 (first 24 min.)

<https://www.abc.net.au/radiонаtional/programs/bigideas/romantic-love-and-the-history-of-emotions/4661102>

**Read:** Vicki Howard, "The Courtship Letters of an African American Couple: Race, Gender, Class, and the Cult of True Womanhood", *The Southwestern Historical Quarterly*, 100, 1 (Jul., 1996), 64-80. (J-Stor).

**Read for Wed.:** A love letter from Endymion Porter to his wife, 17 July 1623 (TNA catalogue ref: SP 14/148f.155).

<https://www.nationalarchives.gov.uk/education/resources/james-i/a-love-letter/>

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 3: 2% (Fri)

**Checklist:** Listen to the lecture and the podcast, and read the article and love letter transcript for Wednesday's tutorial. Think about the form of the love letter and how it has changed over time. Prepare your reading response for Friday. Start watching the documentary *Forbidden Love* for next week.

## February 3-5

### Week 4: Documentaries and Hidden Histories

**Listen:** Lecture: **No Lecture this week**

**Watch:** NFB documentary *Forbidden Love* (1992) (85 min.)

[https://www.nfb.ca/film/forbidden\\_love/](https://www.nfb.ca/film/forbidden_love/)

**Watch for Wed:** LGBT Seniors Tell Their Stories | LA LGBT Center, 2013 (10 min.)

<https://www.youtube.com/watch?v=JDODv792rBA>

**Read:** Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film classic*, 2015 [Chapters 1 and 2 in OWL]

**Participate:** Zoom Tutorial 1% (Wed). No reading response this week.

**Checklist:** Listen to the lecture and watch the films. Read this week's reading. Start formulating your thesis for your film review and participate in Wednesday's tutorial where we will talk about the documentary format. There is no reading response this week. Find a background article for your film review.

## **February 10-12**

### **Week 5: LGBT and Hidden Histories**

**Listen:** Lecture: **Sources for LGBT Histories** (Voice Thread)

**Read for Wed.:** H. G. Cocks, "Sporty" Girls and "Artistic" Boys: Friendship, Illicit Sex, and the British "Companionship" Advertisement, 1913-1928", *Journal of the History of Sexuality*, 11, 3 (Jul., 2002), 457-482. (J-Stor)

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 4 (Fri): 2%

**Checklist:** Listen to the lecture and read this week's reading for Wednesday's tutorial. Prepare your reading response for Friday. Finish writing and edit your film review.

## **February 13-21**

### **Week 6\*\*\* Reading Week**

**\*\*\*Film Review 20%:** due Monday February 22<sup>nd</sup> by 5 p.m.

## **February 24-26**

### **Week 7: Emotions and Medical History**

**Listen:** Lecture: **Lovesickness** (Voice Thread)

**Read:** Fay Bound Alberti, "Bodies, Hearts, and Minds: Why Emotions Matter to Historians of Science and Medicine" *Isis*, 100, 4 (Dec. 2009), 798-810 (J-Stor).

**Read:** Wellcome Collection, "A Short History of Lovesickness" (10 slides)

<https://wellcomecollection.org/articles/Xj0I4hEAACMAD7i2>

**Participate:** No tutorial, Reading Response 5 (Fri): 2%

**Checklist:** Submit your paper on Monday. Listen to the lecture, and read this week's reading, and prepare your reading response for Friday. There is no tutorial this week.

## **March 3-5**

### **Week 8: Photographs as Historical Sources**

**Listen:** Lecture: **Reading Photographs** (Voice Thread)

**Read for Wed:** Geoffrey Batchen, "Ere the Substance Fade: Photography and Hair Jewelry", in *Photographs Objects Histories: On the Materiality of Images* (2004), ed. E. Edwards, 31-46 [OWL]

**LOOK** at examples:

<https://www.morninggloryjewelry.com/articles/gallery/victorian-photographic-jewelry/>

**Watch:** "From the Collection of Evan Michelson: Woven Strands" (2018) (2 min.) <https://www.youtube.com/watch?v=RO3pHn029uk&feature=youtu.be>

Watch: "From the Collection of John Whitenight: Woven Strands" (2018) (2 min.) [https://www.youtube.com/watch?v=EfP\\_wbbv-Hk](https://www.youtube.com/watch?v=EfP_wbbv-Hk)

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 6 (Fri): 2%

**Checklist:** Listen to the lecture, and read this week's reading. On Wednesday we will be searching the archives for family photographs to use as the basis for your primary source essay. Prepare your reading response for Friday.

### **March 10-12**

#### **Week 9: Love Tokens and Material Objects**

**Listen:** Lecture: **Love Tokens: Lovers and Mothers** (Voice Thread)

**Watch:** Love Tokens by (2020) by Guy de la Bédoyère (18 min.)

<https://www.youtube.com/watch?v=FN3ofbiBFyk>

**Read for Wed.:** Sally Holloway, Chapter 3, "Love Tokens" in *The Game of Love in Georgian England: Courtship, Emotions, and Material Culture* Oxford University Press, 2019 (OWL).

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 7: 2% (Fri)

**Checklist:** Listen to the lecture, read this week's reading, and **bring a love token of your own to the Zoom tutorial on Wednesday**. Prepare your reading response for Friday. Read the photography research guides and write and edit your primary source assignment.

**\*\* Primary Source Assignment 20%: Due Monday March 15 by 5 p.m.**

### **March 17-19**

#### **Week 10: Love Gone Wrong: Criminal Trials**

**Listen:** Lecture: **Criminal Sources, the Law and Emotion** (Voice Thread)

**Read for Wed.:** Stephen Robertson, "Making Right a Girl's Ruin: Working-Class Legal Cultures and Forced Marriage in New York City, 1890-1950" *Journal of American Studies*, 36, 2, (Aug., 2002), 199-230 (J-Stor)

**Read for Wed.:** Criminal Trial from the Old Bailey London UK:

Giovanni Nizzia, charged with kidnapping, 8th January 1906,

<https://www.oldbaileyonline.org/browse.jsp?id=def1-165-19060108&div=t19060108-165&terms=nizzia#highlight>

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 8 (Fri): 2%

**Checklist:** Submit your primary source assignment on Monday. Listen to the lecture, and read this week's article and trial summary to discuss on Wednesday. Prepare your reading response for Friday.

### **March 24-26**

#### **Week 11: Parental Love**

**Listen: Podcast, "Papa Can You Hear Me? Fatherhood in 19th century US and Britain" Averill Earls, DIG, August 11, 2019 (58 min)**

<https://digpodcast.org/2019/08/11/fatherhood-in-19th-century/>

**Read:** Emma Griffin, "The Emotions of Motherhood: Love, Culture, and Poverty in Victorian Britain," *The American Historical Review*, 123, 1 (Feb. 2018), 60-85 (W-Lib)

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 9: 2% (Fri)

**Checklist:** Listen to the lecture and podcast, and read this week's reading. In tutorial we'll be comparing sources for paternal and maternal love. Prepare your reading response for Friday.

### **March 31- April 1**

#### **Week 12: The Politics of Love**

**Listen:** Lecture: **Reading Emotions in Politics** (Voice Thread)

**Listen:** "Nostalgia" by Agnes Arnold-Forster, Centre for the History of Emotions, QMUL (8 min.)

<https://www.podplay.com/da/podcast/147810/queen-mary-history-of-emotions/episode/37451306/nostalgia>

**Read:** Tasha Holtman, "A Covert from the Tempest": Responsibility, Love and Politics in Britain's "Kindertransport," *The History Teacher*, 48, 1 (Nov. 2014), 107-126 (J-Stor).

**Participate:** Zoom Tutorial 1% (Wed) and Reading Response 10: 2% (Thu.)

**Checklist:** Listen to the lecture and read this week's reading. In tutorial we'll be looking for contemporary political articles that reference emotion. Prepare your reading response for Friday.

### **April 7-9**

#### **Week 13: Conclusion**

**Listen:** Lecture: **Conclusion** (Voice Thread)

**Participate:** Zoom Tutorial for final questions: Wed April 7<sup>th</sup> 830-920 a.m.

**Checklist:** Review your reading responses to study for your take-home exam. Think about the broad themes of the course, and how you can use examples from course material to illustrate them.

**\*\*\* Take Home Exam      30%      Due in Final Exam Period**

The appendix guide to Huron FASS Rules and Regulations is attached separately in OWL.

## **Guide to Footnotes and Bibliographies: Huron History Department**

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.<sup>1</sup>

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
  - o The title of a book is underlined or written in *italics*.
  - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
  - o Place and date of publication in parentheses ( ),
  - o A fuller reference will include the publisher after the place of publication.
  - o Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

<sup>1</sup>J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

<sup>2</sup>Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

- a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

- b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

- c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

- d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

## Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname precedes the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in

brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions*

1841-1857. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes).

Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes:

<http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

## **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

## **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

## **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

## **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

## **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/contact-directory> .

## **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

### **Computer-Marked Tests/Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Clickers**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Accommodation for Students With Disabilities**

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

#### **Requests for Academic Consideration Using the Self-Reported Absence Form**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

#### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) **Medical Grounds for assignments worth 10% or more of final grade:** Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).

University Senate policy, which can be found at, [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf), requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth *less than 10% of final grade*: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified

that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

### **Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**  
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>